

CHILD STUDY

A JOURNAL of PARENT EDUCATION

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HEADLINES

The desirability of sex education has long been accepted by many people. But sex education by whom? And at what age? And is it the business of home or school? These are the controversial questions which are discussed in this issue.



Contributing to this issue are: Cécile Pilpel, Director of Study Groups of the Child Study Association; Fritz Redl, Lecturer in Education at the University of Michigan, and Psychological Adviser at Cranbrook School, Bloomfield Hills, Michigan; Dr. Jacob H. Conn, of the Children's Psychiatric Clinic, Harriet Lane Home for Invalid Children, Johns Hopkins Hospital; Dr. Valeria Hopkins Parker, Director, Bureau of Marriage Counsel and Sex Education, New York City; Benjamin C. Gruenberg, Author, Lecturer, Special Consultant U. S. Public Health Service; Frederick Osborn, one of the Directors of the American Eugenics Society and Director of the Population Association of America.



Controversial, too, is the whole question of habit training and its relation to character formation, to be discussed in the February issue of CHILD STUDY, whose subject will be: Habits and Character.



SEX EDUCATION: A RE-EVALUATION

IN THE COURSE of the past thirty years or so, in the field of sex education, we have seen a shift from a policy of silence to one of the most complete and uncritical frankness. During the "tell all" period, much was certainly accomplished in breaking down hampering traditions, inhibitions, and taboos which has been of great help in parents' relationships with their children. Unfortunately, however, on the basis of this emancipation, sex education was considered for some time as, after all, a rather simple matter. Parents eagerly presented their children with every book written for their enlightenment, or answered their questions with the most elaborate scientific details. In no other field of modern education have we made so little attempt to key our teaching of young children to their own level of experience and to their mental grasp. The result, of course, has been confusion, as the child attempted to make sense out of the mass of physiological and biological facts. Indeed, this confusion was not unlike that which reigned in the "silent era," and has furnished us with just as many amusing anecdotes.

IN RETROSPECT we can see that we were not as enlightened or even as emancipated as we thought, and that possibly we gave out all this information in a flight from the real business of sex education for which we were actually unprepared.

MORE recently, new knowledge of the true nature of the child's sexuality and sex interests has been accumulating which suggests a new approach to this problem. It is plain that we can no longer plead ignorance. It will be well for us, however, to preserve an experimental attitude toward this newer approach.

IT WILL take some time before we can know whether free verbal expression on the child's part, as presented in Dr. Redl's article, and parental elicitation and elucidation of these dim stirrings and gropings are completely favorable to the best development of the child's later sex life. In the meantime, in everyday contacts with our children, we know that we must give them not only information but the reassurance that the various phases through which they pass are normal and common to everyone.

THE ZEAL which modern parents have shown in imparting the facts of sex to children has often deflected their attention from the real goal of sex education. The goal of sex education is the capacity for a responsible adult love relationship. To the extent that we as parents can ourselves achieve such a relationship our influence upon the sex education of our children will be fundamentally sound.

Levine Pilpel

The Technique of Sex Information

By FRITZ REDL

THE combined efforts of all people interested in the advancement of child study have been pretty successful, on the whole, in convincing most parents of the necessity of taking the sex education of their children seriously. It is time now to shift our energy to one side of the problem which has been badly neglected. I, myself, furnish a good example of the mistake we have all made. For, whenever parents ask me whether they should talk about sex with their children, and why, I have no trouble at all in finding at least a dozen books and publications to quote and hundreds of examples to prove my point. I am even proud of knowing all the possible arguments pro and con that could ever be invented. But I usually get into trouble soon after I have convinced the parents. For then they ask the embarrassing question: "All right, I am going to have a talk with my child, but just how shall I go about doing it?"

To be frank, this question has irritated me. How can people ask it this way—as if this were not a problem that could only be solved individually, as if there were any ready-made recipes possible which would fit all cases? And yet I think we abuse this very good argument too often for the purpose of escape. Are we so sure there are not at least a few generalizations which we could make and which would be helpful in guiding parents?

If I may use myself as an example again, I boast of having quite some experience in this field. Indeed, I think I do a very good job whenever parents ask me to handle the sex worries of their offspring, for when I count the mistakes I have made after a half-hour's talk with a child, I rarely count more than twenty-five. Why am I at a loss to tell other people how to go about it? There are hundreds of people working in the same field—psychologists, psychiatrists, social workers, teachers, parents. If they could plan deliberately to put all their practical interview-experience together, shouldn't we perhaps discover some very fundamental rules which we could use as dependable guides in each new situation that might arise? For this reason I think we should all give up, for a while, our propaganda on the necessity for sex

information and concentrate on an effort to extract from our experience some more concrete advice than we usually can give.

It is with this in mind that I have attempted to set down some ideas on the "Techniques of Sex Information." In this limited space I shall confine myself to discussing the problem of sex information for the pre-adolescent, and shall single out three of the most common mistakes in this field for demonstration.

Sex Information in a Vacuum

Many people believe that there is a certain body of "important" facts about sex which should be told to children, and they think they can resolve the problem of sex information into the question, "Which are the important facts; when and how should they be told?" This approach, however, is as wrong as it can be. The educational importance of any piece of information may not coincide with its physiological, anatomical, or medical importance at all. I have seen cases in which the most elaborate talks on sex given to children by excellently trained physicians did the greatest harm. And I have also seen cases in which a piece of gutter information, picked up at the right moment, did solve an important problem for that child, in spite of the disgusting form in which it came.

What does the "educational" importance of any piece of sex information depend on? First, what children need be told is dependent on the developmental phase they are in. We know, for instance, that for many very young children the question of where babies come from may be less important than a clarification of the anxieties which grow out of their first perception of sex differences. Such children will frequently ask about the origin of babies. What they really want reassurance about, however, may be that the difference in sex organs does not involve the injustice of having "got less" for the girl, or the danger of amputation for the boy. Or, another example: the sex curiosity of the pre-adolescent child (between 10 and 14, roughly) is of an entirely different nature than that of the later adolescent. Many of them, for instance, don't care at all for the shower of physio-

logical information on reproduction which we are ready to pour over their heads in a well-planned lecture. What they are concerned with is often some less general but more urgent question, such as: "What does menstruation mean?" or, "Does the spontaneous change of the boy's sex organ in size and shape, which frequently puzzles him, mean that he has injured it by playing with it?"; or, "What is the significance of the growth of pubic hair? Does it happen automatically, or did those who are more mature than others do something special in order to achieve it?" And so on, *ad infinitum*.

Most of our talks to these youngsters, however, are planned on the basis of the psychology of the older adolescent. They give more information than is needed, in the one direction, while they fail to answer the unasked questions behind the more obvious ones, in the other.

The educational importance of a piece of sex information depends also on the momentary life situation of the child which may lend special importance to things which seem trivial in themselves. For example, I once had to deal with a boy of twelve who had developed a surprising degree of shyness which was hampering his success in classwork considerably. He was really in possession of much more sex information than all the other boys, and yet it was the lack of one ridiculously unimportant point that was the hidden cause of his trouble. For it so happened that the group of boys in which he mixed had made the knowledge of one very vulgar term for the female sex organ the shibboleth of distinction between "real guys" and "sissies." His lack of knowledge of that term, though entirely unimportant scientifically and even undesirable from the point of view of taste, became a real problem in his case, through the pressure of the life situation in which he found himself. Trying to find out what information a child may need at a certain moment of his life is ten times more important than planning an elaborate talk on reproduction, containing all the medically important data in logical order. Don't plan your sex information according to the scientific importance of the facts you are going to tell, but according to the educational importance which any piece of information may assume in the life pattern of a child. There is no place for sex information in a vacuum.

Do You Know How to Pack a Suitcase?

Let us suppose you want to pack a suitcase and, upon opening it, find that it is not empty, but con-

tains a chaotic heap of things. Some of it is just junk which you don't want there anyway, some other things may be of value, but they are badly squeezed in between the less valuable ones, are crumpled and scattered and in disorder. What are you going to do? Will you try to squeeze the things you did want to pack on top of that mess? I doubt it. I think you will try to get rid of the junk first, will throw out what does not belong there, will straighten out and put in order the things which you want to leave where they are. Not until then will you begin to pack, and I hope you will try to pack only what you can get in without bursting the case.

This is exactly the situation in sex education, too. There is no use in starting to pack children's minds full of any assortment of facts before putting in order what is there already. The best "sex talk" is, from a mental hygiene point of view, wrong, and even dangerous, unless we keep this fundamental law in mind. Never, therefore, give a youngster a piece of sex information before you get him to express what he thinks about it, what his imaginings and theories are. If you think he won't tell you, you are probably mistaken, provided you can do your part of the job right. Don't start by asking him what he thinks now. Ask him what he thought when he was much younger, let him tell you the wrong ideas he had and the funny things other people told him. Let him try to explain to you how he thinks things may hang together. If nothing else will work, you may get where you want by telling him first what funny ideas you had when you were a child, or what funny things some children you knew carried about with them in their heads. Of course, you will pick points for demonstration which you suspect fit the child in question.

There is another advantage in letting the youngster express his ideas and theories first. You know then exactly what and how much you should take up now, and what you can well leave for a later time. He will, in a way, answer this question for you, indirectly. And you will know exactly what things there are in this suitcase, what you can leave there, what you should straighten out, and what you have to add. If you do this first part right, you need not be worried about the completeness of your sex information either, for the child himself will come to you for additional talks whenever he feels he wants them.

It is true that those parents whom we enjoy despising as "old-fashioned" do shirk the important task of sex education, preferring to leave their children—not without an appeal to morality—to the gutter. However, I have found many "progressives" indulging in

an equally escapist attitude, though, of course, they use much more "modern" forms to hide behind.

The Superstitions Belief in the Magical Power of Terminology

What I mean is this: talking with children about their sex worries is quite some job if we want to do it right. And some parents, teachers and physicians who know they should do it feel, however, much too embarrassed to meet the children on the level on which they need their information. In such cases they find a very easy way out of it: they pretend that the whole question of sex education is nothing but a problem of terminology. If, they think, you only give the children the "pure" terms of scientific language, then you have done all that is needed. They try to de-emotionalize sex for them, to make a valuable piece of scientific insight out of what was a dirty fantasy before. They think they have separated sex knowledge from all emotional content and feel very pleased about it. I do not doubt the effect of moral satisfaction this procedure has for the sex-informing adult, but I think that a simple mental hygiene consideration will show us how wrong it is for the child. Before knowing how you should go about giving your sex information you need an exact knowledge of what is in the children's minds. You cannot get that knowledge unless you give them a chance to express things exactly in the way in which they would express them in their own thinking. It is true, some of this verbalization will be very awkward, improper, even disgusting. If you tried to avoid it, however, you would be acting like a doctor who prescribed for a patient without examining him, because of false modesty.

Furthermore, the talk between the adult and the child has another function to fulfill besides the informational one. The importance of this talk lies, to a high degree, in its *cathartic* value. This means that it is important that the child should get a chance not only to ask questions but also to present to his educator all that he thinks and feels in the matter of sex. It is this *process* which makes him lose the feeling of impropriety and guilt, and in order to secure this effect he must be allowed to use his own terminology. What he needs is this acceptance of his sex worry by the grown-up, the security of knowing that, whether right or wrong, these things are things which will be listened to whenever he presents them. Only then will he accept the grown-up as the one from whom he will also take the necessary advice. This cathartic value, however, of a sex education interview depends

to a large degree on whether the child is allowed to present his imaginings about sex precisely as they occur to him, without having to comb and dress them first. I admit that the use of scientific language from the beginning may prevent the feeling of embarrassment from the use of the infantile, improper terms. However, that is just the point. We do not want this emotional undertone to be avoided. We want it to come out and be dealt with. There is a difference between avoiding a problem and solving it.

I wish I had space enough to present some of the material I have collected on pre-adolescents in Austria, or, more than that, some of the most interesting results Earl Goudey obtained in his work with children in a study in New York schools. Both experiences show with all desirable distinctness how much further you get if you let youngsters express themselves in their own way before you hand them the forms of adult decency. Incidentally, this same point explains why sex information through books is decidedly wrong for all pre-adolescents. For, while a good book may contain good information, it only solves the informative side of the problem; it does not accomplish the cathartic task. No book can ever replace the emotional relief of a really well-planned talk between an adult and a child. You cannot escape your educational duties by handing children a book instead of talking with them. There is no harm in giving them books in addition, as long as you do it in such a way that they are sure you are not trying to get out of talking to them. Furthermore, before you talk to children about sex you have to learn how to listen to them. Only if you can listen in a way which will encourage them to bring out whatever is in them, exactly as it is, will you establish the right rapport with them and get their confidence, which you will need so badly for the later tasks of sex education.

All this does not mean that children should not be given "proper" and scientific terms for discussing sex problems. On the contrary, such terminology makes many things easier and has a definite place in sex education. However, it should be the *result* of your talk, not the beginning. A good knowledge of medical terms cannot replace the cathartic value of a good sex-educational interview.

There is one argument, I know, which many parents will bring forth, for many have special trouble in accepting this point. They will say, "But I cannot allow my children to use improper language, or even to say dirty things in my presence"; or, "How can even a teacher ever allow them to do so?" My answer to this is simple. If you feel embarrassed by the lan-

guage of pre-adolescents, then don't even begin to give them sex information. You need not be ashamed of that. The objectivity of the physician toward disgusting things is not everybody's. Embarrassment does not mean that something is wrong with your sex adjustment either. It only means that the way in which you passed through your own pre-adolescent period left some traces behind it which, though they may not disturb you in your adult sex life at all, do

come out and disturb you whenever you have to deal with children of that same age. If you are embarrassed at the sex manifestations of the pre-adolescent, then you had better ask somebody else to help you out with the handling of the sex information for your children. If he does a good job of it, you will have a chance to come in on the problem a little later, on a more adult level, when you may feel ready to meet it without embarrassment.

Sex Attitudes and Sex Awareness in Young Children

By JACOB H. CONN, M.D.

THE day of the armchair philosopher and speculative psychologist is coming to an end. The ever-growing number of informed and critical laymen are no longer satisfied with statements derived from introspection, retrospective accounts obtained from the case histories of adults, or hearsay evidence contributed by observers of primitive peoples. They are asking for facts supplied directly by children as well as about children.

The present-day investigator has developed methods for meeting children on their own level of spontaneous sex interests and day-to-day awareness of sex topics. This has been made possible despite the fact that children at an early age become aware that certain topics may not be mentioned, that particular parts of the body may not be referred to or displayed, and that, not infrequently, they are instructed not to repeat to outsiders any sex information which is given to them.

Nevertheless the investigator can begin to collect objective data when a child is given an opportunity to express himself by means of a play-interview, during which the child can speak of a boy or a girl doll as if the doll and not he himself were discussing various sex topics.

These facts should be viewed from the perspective of the child's life history and take into account the physical, intellectual and emotional factors. They should include his opportunities for experimentation, the parental attitude to sex instruction, and an understanding of parent-child relationships. Such a study* is under way at the Children's Psychiatric Clinic,

which is conducted by Dr. Leo Kanner at the Harriet Lane Home, Johns Hopkins Hospital. Two hundred children from 4 to 12 years of age have been examined at regular intervals over a period of 2 years as part of a research project. When the data collected in this manner are scrutinized, certain factors emerge as influences on children's sex attitudes.

The first of these is language itself. At an early age the child becomes sensitized to certain words. He has been admonished not to say them and he has heard the embarrassed laughter of children and adults whenever these words were spoken. It is not the thing itself which is dirty, sinful or gives rise to the feeling of shame, but its verbal symbol.

The average child of 5 or 6 who has had an opportunity to observe genital differences can say that "girls have short ones and boys have long ones," or that a boy's "sticks out and a girl's doesn't." This is as much a fact as any other fact which the child has experienced, and he can report what he has seen without any feeling of embarrassment. It is the name or label that he finds great reluctance in divulging.

This name may be as innocuous as the terms dew-drop, teddy-bear, dicky-bird, train, or piece of string. Nevertheless, the child becomes restless, bites his lip or hangs his head and refuses to speak when he is requested to utter the word which refers to that particular part of the body. Thus, Richard, age 5, says: "A girl has a different thing. I don't want to say it 'cause it might be a bad word." Harriet, age 8, states: "The girl's body is different from the boy's. I know what you call it, but I don't want to say it." But she freely discusses her experiences, saying,

* This investigation was made possible by a liberal grant from the Child Neurology Research (Friedsam) Foundation.

"Mother and Daddy undress in front of me. Daddy's is more long than anything. Mother's is short and mostly round." She finally permits a girl doll to whisper the forbidden word into the ear of another doll. It is the term "pocketbook." Harriet knows that "there is another word for it." She says: "I won't say it because it's bad. It doesn't sound nice and it isn't nice to say." The word is "picture-garden."

The second factor is that of *age*. The educator and psychologist have taken as their fundamental assumption that a child should begin by learning the facts that he can grasp and make his own before undertaking more complex tasks. The 5-year-old child is not taught how to handle fractions or how to master the decimal system, but is assigned lessons in keeping with his age and capacity for comprehension. What happens in the case of sex instruction? The average mother decides that it is time to tell the child the "facts of life." She may answer the question, "How do we get babies?" with the analogy of the seed or the flower. The mother may even make a noble attempt to say: "The seed is planted in the mother by the father."

What about the child? When does he begin to understand such a formulation and what does he recall, several years later, of that which was said to him?

Earl was 4½ years old when he asked about babies and was told that they came from seeds, like flowers and trees. At 5½ years he asked: "Where do seeds come from?" and was told that the seeds are planted in the mother by the father. At 6 years he asked: "Do chickens come from seeds?" and was told about eggs. At 7 he asked if rabbits came from eggs. How much of this information does he recall when he is interviewed at the age of 8? He now says: "The mother gets the baby at the hospital. God made it from other people's bones." Another noble experiment has failed. The child was presented with concepts of seeds growing in the body before he could grasp the significance of such a formulation and make it his own.

A third factor is that of socialization. The number of questions that a child asks concerning sex topics may not be as significant as his purpose in seeking this information. The parent who is focussing his attention upon the information itself or upon performing his duty in a matter-of-fact manner may lose sight of the fact that the sexual information which he furnishes may be exchanged for other sex facts, fancies and misconceptions. The possession of sex information is one of the proofs which the child utilizes in demonstrating to others that he is growing up.

The average child of preschool age thinks in terms of what he sees going on around him. His own experiences and the tendency on the part of the parent to misdirect his attention leads him to believe that some external agency is responsible for the coming of the baby. The pregnant mother or neighbor is thought of in terms of having eaten too much and of having become "too fat." The possibility of the baby being in the body of the mother is denied by nearly every child at this age (4 to 6 years).

His own curiosity begins to point in the direction of the mother's body when he begins to talk to other children. This period of socialization occurs about the age of 7. At this time the child begins to ask questions about the possibility of the baby being in the mother. He now wants to know how the baby leaves the mother's body.

Edgar was 5 when he asked: "How do babies grow?" and was told that it was like a flower growing from a bud. At 6 he was visited by twins and asked: "How much does a baby brother cost? Does it cost more than a sister?" He was 6 years, 8 months old when he inquired: "What is the first step to have a baby? What do *you* have to do to have a baby?" He had passed from one phase of his development to another, where babies are no longer bought but in some vague manner come from the mother's body.

In this latter phase the child is beginning to explore the world beyond the family circle. He brings into this period his sex awareness derived from earlier experiences. The child already has developed attitudes concerning the sexes. He is aware that boys not only dress differently but play differently. In general, the child at this age thinks of boys as the "stronger" and girls as the "weaker" sex.

In addition, the child may have had specific sex experiences. In many cases he has had the opportunity to inspect and be inspected. Girls often report that boys have attempted to undress them. Boys report that other boys have tried to get them to handle their sex organs—all these and many other sex incidents occur among average children.

During this stage of growth and experimentation with interpersonal-relationships the child is losing his earlier convictions. Formulations such as those dealing with the fantasy of babies being born through the anal passage are being given up for so-called grown-up conceptions, which are obtained during discussions with older children.

Caroline, age 9, is proud of the fact that she knows all about origins. She says: "Now I know how

(Continued on page 106)

What Young People Want to Know About Sex

By VALERIA HOPKINS PARKER, M.D.

WHILE our young people, in groups which range from the unemployed to those in college, are becoming increasingly emphatic in their demand for education which will be helpful to them in making their choices in love and marriage, adults are still debating either the wisdom of meeting these honest requests or methods by which they may be met. While health authorities are pointing to the fact that 75 per cent of new syphilis and gonococcal infections, due mainly to sexual promiscuity, are found in persons between 16 and 30 years of age, Boards of Education decide that it would be unwise to include any facts concerning "mammalian reproduction" in the high schools.

While I do not look upon single lectures nor mass instruction as a desirable form of education, such presentations of material may at least dignify the subject by bringing it out into the open, and give young people confidence that they may present their hidden questions without fear, in the assurance that any question will be answered frankly. The questions of young people regarding sex reveal the failure of many parents and of the majority of schools to present the facts concerning the meaning of sex in human life, so permitting youth to gain its own erroneous and haphazard information from unwholesome sources. The emotions of youth are being prematurely stirred by exposure to modern movies, reading and radio, and by their greater freedom to experiment with superficial "love making." Young people are reading in the daily newspapers about irregular sex adventure, divorce, birth control, and venereal disease, yet in their own homes their parents have neither sufficient knowledge, adequate vocabulary, nor the objective attitude to enable them to present the normal facts. Schools as a whole still remain silent. Small wonder then that youth is in a state of confusion, and that some young men and women are making dangerous and tragic experiments since marriage postponement is frequently necessary.

Instead of presenting adult theories as to what young people want to know about sex it will be more profitable to consider what questions they actually ask when given the opportunity. The following

questions,* showing contrasts in naïveté and sophistication, are selected from a much larger list asked by groups varying in age and economic status, and in widely scattered localities:

From a Residential Suburban Community in New Jersey. High School Girls.

- If a girl is popular in school with the girls but not with the boys how could she become popular with them?
- If petting is getting the best of the girl as well as the boy what would you suggest doing?
- What is your idea of a secret marriage?
- If a girl has been in the habit of petting and wants to stop, how should she go about it?
- If you have a friend who has indulged in this emotional relationship with a boy, and you cannot persuade her to stop, would you go to her mother?
- Some of the boys around here get mad if you won't pet with them. How can this *not* be done and the girl still get dates?
- How can you keep a boy's mind off of petting?
- Do you not think that the girl sets the pace?
- Do you think it is wrong to marry someone that is related to you?
- Can a woman do justice (at the same time) to a career and marriage?
- Would you suggest reading matter on sex knowledge for boys and girls?
- Why are expectant fathers surprised when they are informed of the mother's pregnancy?
- Can a person become pregnant thru clothing?
- Do you approve of petting at parties?
- Is it true that if a woman eats certain foods her child will be a boy?
- Why can't some women have babies?
- How do you know when you are in love?
- What is birth-control?
- Why does a boy soul-kiss?
- If a woman should receive a proposal from two men, one she loves but who is not of good character, should she for a child's sake marry one she doesn't love?
- In regard to venereal diseases, do you believe that the man and woman should be physically examined before marriage in order to determine whether or not either of them are fit to marry?

From An Oil Town in Pennsylvania. Junior High School Boys.

- Is there anything wrong with kissing at parties?
- How can you tell a girl has a disease?

* These questions are spelled and phrased exactly as received.

How can you have sexual intercourse without getting one of these diseases?

Is it all right to keep a girl out after 12:00 o'clock at night?

How can we find out the better words to use if we find it necessary to talk about such things?

Do nice looking shapes effect boys sex emotions?

What has kissing got to do with sexual relations?

How come parents with black hair have a baby with red hair?

Should a boy or girl near the age of 10 or 12 read books like "What a Young Girl Ought to Know"

What time of the month does a women have menstruation?

Is it dangerous to kiss a girl before you know her for a certain length of time?

How do you go about asking your wife if you would like to have some children in the family?

What is a Morfidite or halfman and halfwoman?

Is it possible to transmit sexual diseases by kissing?

What causes twins and triplets?

Is it harmful to drink liquor then go out with girls?

Is it all right to have sexual intercourse with an older woman or girl?

Can girls masturbate?

Petting is said to be alright in Physiculture Mag. Is it?

Is there anything wrong with kissing? If so what is it?

Why can a lady have a baby one time and can not have another?

How can a boy tell when a girl wants or doesn't want sexual intercourse?

Does it really hurt anything if you have sexual intercourse if you have protection?

Does masturbation lead to any of the diseases such as syphilis?

How great a strain is it on a woman to have quintuplets?

Will it really hurt anything if a boy and girl have sex relations if the boy wears a safty and neither have any disease?

Does kissing hurt if you keep your mind off of the sexual relations?

How can you receive the disease sylovus?

Are there drugs which makes a girl wish for intercourse?

What are some of the facts about girls that we should know?

Explain about the two different sexes from both views of both sides.

Who should you go to when you get in trouble with girls?

Did Mr. Dione have more sperm fluid than the usual man?

Why is there so much danger of a woman dying when she is having a child?

To what extent should you go at a party with a girl?

Can you have sexual intercourse without giving the girl a baby?

Is it alright to have a steady girl friend at the age of 14 to 16?

Can anything become of or harm a boy who has the urge of fatherhood, and who does not find a mate or work off the urge?

Is it all right to tell sex stories to girls at parties or elsewhere?

Can two people at the age of 13 have a child?

Is it wright for a boy at 14 to be at a hula hula side show?

*From a New England State University.
Freshmen, Girls.*

Do you believe in birth control? If so, to what extent?

What causes venereal diseases?

How does one know when he has syphilis?

What is the reason for the Lysol "ads"? "Fear broke up our marriage"?

When a choice of love and career come up, which should be chosen?

When a girl goes out with a fellow should she allow him to kiss her?

*From Pennsylvania Normal School Students,
Women.*

A girl of 20 has a brother of 14 who has not been taught the facts concerning his own sexual life and who has such an attitude that he is ashamed to be found reading these facts from a medical book for that purpose. Should she encourage him to read the book and inform him on this subject if she can do so and knows that his father and mother will not?

Should a girl talk to a boy friend to whom she is not engaged, on the subject of sex if she knows that the talk will be for the better of both she and the young man?

Does the practice of Birth Control affect the future fertility of the woman?

How far can a girl "go" with a boy without it doing any harm to either?

Do you believe in young marriages?

What would you advise college sophomores in love with many years before marriage would be possible to do?

Will you please discuss what effect alcoholic drinks will have on a crowd of young people?

Are homes as happy when the wife holds a money making position as when the man takes the whole responsibility of support?

How can one be positively sure she does or does not have syphilis or gonorrhea? Will you definitely describe noticeable symptoms?

Would you please discuss test tube babies?

Is it possible to be naturally immune to venereal diseases?

What is the difference between love and infatuation?

What is a miss carriage (sic) and its cause?

What is the effect of Salt Peter? Is it harmful?

*From Texas (City) Girl Reserves (Y. W. C. A.).
Junior High School Age.*

Is it true that if you marry your first cousin, the child is born deformed? And if so, why?

Do you approve of birth control?

Is there anything to fear in Motherhood if you are married?

I'm fifteen and don't consider myself abnormally stupid.

I've proved to my mother that I'm not an "easy petter," yet she wont let me associate with boys or let me be out late with other girls.

How can you tell what love really is?

Why do mothers distrust their daughters, whether the daughters have proved themselves trustworthy or not?

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Schools and Sex Education

By BENJAMIN C. GRUENBERG

WHEN we ask whether sex education belongs in the school, we acknowledge that children and young people can no longer count on getting the needed education from the attitudes and precepts of the adults around them. The question indicates a break in the traditions and customs which have among all races and at all levels of civilization regulated marriage and the relations between the sexes.

Long before the turn of the century observers were aware that youth needed instruction and guidance beyond what they were getting casually. It did not take the war to disclose widespread disregard of the conventions, the prevalence of venereal diseases, the excessive number of illegitimate births and abortions, broken homes, perversions and mismanagement of sex generally. For at least a generation women and men characteristically expressed dissatisfaction with their preparation for life by exclaiming, "If someone had only told me!" But the war did shake up our inertia. It did stimulate the demand that something be done to enlighten youth before it was too late.

In most communities parents and teachers generally had been disposed to wait and trust to luck. Ten years after the war, although two-thirds of the high school principals agreed that sex education of some kind was needed in secondary schools, only forty-five per cent of the high schools claimed to offer any kind of help at all. However, during the past year representative expressions from superintendents and other educators suggest a general agreement regarding the need, and, with few exceptions, a general recognition of the school's responsibility.* Superintendents say:

We have been concerned with this problem for some time. We need help in the presentation of sex education in (various subjects). Some guidance is very much needed just now. I am heartily in favor . . . we receive many requests for information. Believe that there is a crying need . . .

Even the few superintendents who advise against any action by the schools offer reasons which reflect the very defects in training and adjustment which are

* Acknowledgment is hereby made to the Surgeon General of the U. S. Public Health Service and to the U. S. Commissioner of Education for permission to use some of the facts and figures made available in connection with the revision of the teachers' manual, "High Schools and Sex Education," under the joint sponsorship of the U. S. Public Health Service and the U. S. Office of Education.

believed to create the needs. Thus, one superintendent is satisfied that if the schools would only teach the three R's thoroughly enough, everything else will take care of itself. Another, in the course of fifty-five years of school experience, had found among his boys only five cases of objectionable behavior related to sex. A third recognized that young people were not as well informed as they should be, and that they did not have the right attitudes; but he remains convinced that the task belongs in the home.

The form that sex education takes in any particular school seems to be largely determined not so much by deliberate planning and design as by purely fortuitous circumstances.

In the first place, nothing is done, as a rule, until some untoward circumstance forces action:

A teacher comes across a group of giggling girls in a corner, and snatches from one of them a much-handled paper carrying an "obscene" story. A boy is caught red-handed defiling the wall in the washroom. In one town the leading physician discovers several cases of gonorrhea among the high-school boys. In another town, a girl is sent away from school because she is pregnant.

For the school such episodes may be very serious, and silence becomes quite impossible.

In the second place, the manifestations of pressing "need" represent to both the educators and the public an "unwholesome" or a morbid condition. This logically calls for the physician; the medical man is in many cases the only available person equipped to discuss sex matters objectively as well as authoritatively.

In the third place, "education" continues to mean very largely a matter of uttering the right words, telling the young people what they ought to know. One school superintendent, for example, requests:

. . . a short lecture worked out by points so that it may be presented almost word for word by the leader to the boys, also one of similar nature for the leader of the girls.

But an emergency usually involves strong feelings, and no standard lessons have been available to meet such emergencies. Several procedures have resulted.

In many cases the principal has assembled the boys and given them a "good talking to." Or the dean has addressed the girls solemnly in a strained voice.

A school head taking such steps is almost certain to disturb some of the pupils and to antagonize some of the parents. And many a principal has had to take a reprimand or worse.

Schoolmen have preferred outside lecturers. And in this they were, on the whole, wise, even if the results were not always satisfactory. For the fact is—and we have to accept it without reproach—that school teachers generally have been unprepared to say or do anything helpful or constructive with respect to sex education.

In one extreme type of program, the doctor has been invited to come in for one or two lectures, at a time announced in advance. He would speak to the boys and girls separately, chiefly about the importance of sex for the preservation of the race, about the dangers of sexual promiscuity, and on modes of venereal infection. At the other extreme, lecturers have come into the schools who are well-poised, attractive persons, who can address the adolescents in terms that at once command confidence and respect. They come with sympathy for the students who are bewildered and anxious, rather than with warnings and reproaches. They seem to take for granted the facts of sex and reproduction, and the universal interest in sex. In one state, lay speakers have been sent to the smaller high schools by the health department, with apparently satisfactory results.

The advantage of bringing in outside specialists, under favorable conditions, is that the students generally take the instruction seriously: they recognize that the subject matter is important and they respect the authority of the speaker. In several cities the medical directors of the schools have prepared rather extensive courses of lectures for secondary school pupils. Boys and girls are segregated for these lectures. The time is usually taken out of some regular course—biology, hygiene, or physical education. And there is apparently more and more effort to coordinate the physician's lectures with the subject-matter of the larger course.

Increasingly, however, school administrators are becoming aware of disadvantages. One writes:

The only experience I have had . . . is the special lecturer, and I am not too enthusiastic about that. Too often one takes a lecturer, sight unseen, and the result leaves much to be desired. A heavy touch may spoil an adolescent's whole attitude.

Even where the speakers are competent, the very act of delegating to the doctor the consideration of the subject, apart from the school program and inter-

ests, tends to fix in the minds of the pupils the idea that sex is not so much a matter of health as of sickness and perversion. Often indeed the boys speak of the special occasion as "the smut talk." For girls and boys these talks leave sex mysteriously a source of various dangers, and something to be shunned.

Again, the treatment by most special lecturers becomes the telling of something important but hard to discuss. School people are increasingly finding this approach unsatisfactory, although there is no unanimity, as the following extracts will show:

Present only a few well planned "highly informative" talks in a form adapted to early adolescent pupils.

Confine sex education to talks by physicians.

Confine sex education to the biology teacher.

Information about sex is not enough. Too often it merely arouses curiosity and excites adolescents if not followed by interpretation and inspiration. An absence of information is almost to be preferred.

Even where a member of the school staff offers this sex education as a separate bit of instruction there seems to be generally a reliance on *telling*. In fact, there is probably some connection between the attitude of fear and the restriction of education to the telling of facts; we hold back if we can and tell only when we must:

Such questions asked by the pupils should be answered in a natural, scientific manner, but I feel that we might limit information we *offer* inasmuch as the subject of sex presents itself often enough throughout the (physiology) course. . . . In view of the fact that our course is not required, I feel that other seniors should have the privilege of visiting when the subject of sex is discussed.

The distinction between sex information and sex education has long been recognized. In the ten years following the intensive drive to introduce sex education at the time of the World War, the proportion of "integrated" programs, as against the isolated or emergency teaching, had almost doubled. The task is by no means complete, however:

One of the most important features is the attitude of the community toward the dissemination of sex information by the school. That is one reason why such information worked into the regular subject matter works the best. The student receives the knowledge almost without being aware that he is receiving sex information.

This last observation is a crucial one: education becomes vital only when the individual is helped to acquire not information alone, but attitudes that are

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Parents' Questions

STUDY GROUP DEPARTMENT

Cécile Pilpel, Director—Anna W. M. Wolf, Editor

My children have been allowed to discuss sex matters and bodily functions fully from the time they could talk. They accepted the story of how the baby comes, and the differences between the sexes, in a healthy matter-of-fact way. That is why I am surprised to find that now at six and nine they tend to whisper and giggle about "words" and engage in some sort of secret play together in the bathroom from which I am excluded. It is hard to understand why children brought up so freely need to resort to this sort of thing.

Clearly we were all mistaken when we assumed that naturalness and the giving of sex information to children would have the effect of eliminating further curiosity and sex experimentation. Despite the parents' attitude, children will continue to consult each other, compare notes and make experiments. This is part of their struggle to become oriented to this matter in their own childish terms. They cannot make a leap all at once to an adult attitude. This does not mean that there is no use in giving children information or in helping them to feel that they can, if they wish, talk about sex matters fully to their parents. It means that what parents say and do is only one element in the complex process of sexual maturing. Children sense, early in life, that there is something "queer" or exciting about sex matters, and they will continue for many years to behave in accordance with the needs and fantasies of the various stages of their growth.

If children are happy and generally well adjusted in their daily life, you can probably ignore most of their sex play, registering merely the inevitable adult disapproval by directing their attention to other activities. It does not call for lectures or punishments. Healthy children pass on to the next phase of their life of their own accord. Of course if this kind of preoccupation is excessive (or more accurately, "obsessive") you may need more expert help.

In a neighborhood play group the question has arisen whether boys and girls four years old should take showers together. At what age should children be separated for showers and toileting?

Here, as in other matters, there is no such thing as a uniform *yes or no*. The answer must depend at least in part on the kind of standards and practices which prevail in the children's homes. It would depend, too, on the feelings and behavior of the teachers in charge, and the neighborhood feeling in the matter. Children are quick to sense the discrepancy between the deed and the spirit, and wide differences in standards are confusing.

It is often genuinely helpful to permit mixed showers or sun baths or toileting among pre-kindergarten and kindergarten children. Their curiosity about biological differences may thus be partly satisfied at an age when they are not yet affected by any social taboos and rules concerning correct attire in the presence of the opposite sex. By and large, very young children do not of themselves show strong feeling about matters of this kind, but tend to pattern their attitudes and behavior upon those of the adults closest to them. Yet even so, one may find individual children in such school and play groups who do show distress and a sort of embarrassment when nudity is the rule. In general, one might say that where teachers, parents and children accept mixed showers and toileting for very young children, these procedures seem workable and are not likely to prove harmful.

As for the specific age for separating the sexes for such functions—many educators and parents have found that children take care of that themselves—asking for privacy or seeking it. The exact age at which this may begin varies with different boys and girls, but some such feeling usually appears before the school age begins, at five or thereabouts. In a world which habitually goes clothed, it would seem forced and unnatural to continue nudity beyond the time of the child's own awareness of it.

Should I permit my twelve-year-old daughter to read the newspapers these days when lurid sex crimes are headlines? I don't know how to explain such abnormalities to her, but naturally she is curious and asks embarrassing questions. What can I tell her?

We could hardly keep newspapers from twelve-year-olds even if we wanted to. But such a prohibition, even if it could be enforced, would probably serve more to stimulate curiosity and interest than to allay it. And the same facts would undoubtedly reach your child via the radio, the picture magazines, or the conversation of other children. If she is to go about alone or play on public playgrounds, safety demands that she have some knowledge of possible dangers, and some warning as to sensible precautions. Her questions apropos of the newspaper headlines may give you a valuable opportunity, if you use it wisely, to tell her some of these things which she needs to know.

Of course, one wishes to avoid dwelling on lurid details or frightening children with overemphasis on such matters. We can stress the fact that the great majority of human beings are normal and kindly; that unfortunately there are some people who are sick or whose development has gone astray, and who consequently find satisfaction in harming and frightening others; that against such people we must protect ourselves, avoiding dangerous situations and overtures from strangers. We can teach our children to think of these abnormal souls as unfortunate and in need of help and protection themselves. Such a view robs abnormality of much of its terror and fosters the child's sense of proportion as well as human tolerance.

My son, now sixteen years of age, has always come to me to talk over his problems, large and small, including anything that he wanted to know about sexual matters. In recent years he has talked to me not only about his discussions on this subject with other boys, but also about his own sexual interests and experiences. My husband, while he has never had any talks with the boy himself, somehow seems to feel that there is something not quite right about this, but can't give me any reasons for his feeling that way about it. What do you think?

Your husband's feeling in regard to this matter seems to me to have a sound basis. Since you, however, and not your husband, have been the one to talk over the boy's interests, sexual and otherwise, it has no doubt seemed natural for you to continue that way until now. In the ordinary course of events, your son should have received enough information in his early childhood and the puberty period to answer his factual questions and doubtless, too, he has had whatever guidance seemed necessary. During adolescence, however, sexual interests usually

become part and parcel of the individual's more private life. It is a period when intimacies between mother and son should progressively diminish. This is necessary if the boy is to develop the capacity for attraction to girls his own age.

In order that you may work for a change in your relationship on this score, you will have to try, first of all, to discover why you have held on so long to these intimate discussions. What did you hope to achieve? What satisfactions did they give you? Or, possibly, what have you been afraid of? Only on the basis of such insight will it be possible for you to take the next step. If the boy feels the need for talking himself out beyond the usual discussions with boys his own age, and if he feels unable to go to his father, he may find a mature man among his acquaintances who could help him in his adjustment and give him the guidance he may now need on the basis of his past and present experiences.

Can you tell me a good book that I can give to my boy of eleven that will tell him the things he ought to know about sex?

The most helpful book that I know of for a child of that age is Frances Bruce Strain's "Being Born," which answers specifically the typical questions of the pre-adolescent. Another book, "Growing Up," by Karl de Schweinitz, is addressed to somewhat younger readers, but may also prove interesting to a child of eleven who has had no other information on this subject.

Your question, however, leaves me wondering whether you are looking for a book that will do the whole job of sex education for your child, or whether you wish it merely to supplement or clarify what you have already told him. Sex education is more than a matter of imparting information; it is also the development of attitudes which clear the way for normal sex interests at various levels of maturity. Essentially it is the parents who play the greatest part in shaping these attitudes, not only by what they actually say, but also by their own attitudes toward sex and toward the child's developing sex interests.

No book alone will give a child sex education. There are a number of excellent books for parents * which may help them to overcome their own difficulties which stand in the way of free discussion of this subject with the child. Such a book as "Being

* A list may be obtained from the Child Study Association.

Born," though it is intended for children, may also be helpful to parents by suggesting terminology and a suitable approach in their own discussions with the child. The child who reads it, however, should already have been told the essential facts, and should already have the reassurance that his parents are ready and glad to answer his questions and will try to help him, so far as they can, to understand this perplexing aspect of life. Some discussion of this question will be found in Dr. Redl's article on page 83.

Can you tell me what is meant when such things as thumb-sucking in infancy are described as sexual manifestations? How can infants have sexual feelings when their physical development is still so immature? I realize that some small children,

of course, show great interest in these things, but I have always taken it for granted that they are somewhat abnormal or don't know what they are doing. If I am mistaken, please enlighten me.

Sexuality, like other phases of personality, has a history. It does not, as was formerly assumed, make its first appearance at puberty but develops through certain characteristic stages long before then. Sucking in the infant has been called sexual because it is the infant's way of getting bodily pleasure, and he gets this pleasure not only from the food taken but also from the mere act of sucking. Hence the baby's tendency to carry everything to his mouth to suck or bite. This is normal for the infant.

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Suggestions for Study: Sex Education

TOPICAL OUTLINE

1. SEX IN CHILDHOOD

- (1) Childish interests: differences between the sexes; where does the baby come from? the father's part; masturbation; sex play; "bad words."
- (2) Relations of boys and girls: from two to six years; from six to twelve years; from twelve to sixteen. Antagonisms and rivalries. Friendships. The tomboy and the sissy—meanings. The girl's desire to be a boy.

2. SEX EDUCATION

- (1) Answering children's questions. Giving names to parts and functions of the body. Going nude—children together; adults and children. Is it desirable? Should it cease at a given age?
- (2) The father's part. How much does a child really want to know about sex matters at four years? At nine? At fifteen? At twenty? Sex education more than sex information. Attitudes and feelings—the parents' preparation. Use of books.

3. YOUTH PROBLEM

- (1) Boy-girl relationships. Responsiveness to the opposite sex. Variability of age at which it appears. The "popular" and "unpopular" child. What can the parent do to help? Parents' fears for adolescents—what are they? Parties and chaperonage. Petting and sex experimentation.
- (2) The seamy side of sex: prostitution, venereal disease, sex crimes, perversions. What shall we tell our children?
- (3) Preparation for marriage. What is it? When does it begin?

QUESTIONS FOR DISCUSSION

1. Louise, aged fifteen, wished to give an evening party at which her parents were asked to be absent, since "everybody has a better time that way." Her

mother complied, but coming home at ten o'clock she found the house in darkness and muffled giggles the only sound of merriment. After asking permission to turn on the light in order to find her way, she found each boy seated in a corner with a girl on his lap. What should she do, if anything? Should children this age be permitted chaperoneless parties?

2. John, aged fourteen, has been told years ago all the essential facts of sex and reproduction. He used to ask his mother questions freely and unselfconsciously. Now he has seemed to shut up entirely on the subject, blushes and begs his mother not to talk about such things when she tries to reopen the matter. Is this normal? Why has John's attitude changed?

REFERENCE READING

PARENTS AND SEX EDUCATION
by Benjamin C. Gruenberg.....Viking, 1932
NEW PATTERNS IN SEX TEACHING
by Frances Bruce Straus.....Appleton-Century, 1934
THE ADOLESCENT GIRL
by Winifred Richmond.....Macmillan, 1925
SEX EDUCATION: FACTS AND ATTITUDES (pamphlet)
Edited by the Child Study Association.....Reprinted 1937
A MARRIAGE MANUAL
by Dr. Hannah M. Stone and Dr. Abraham Stone.....Simon & Schuster, 1935
THE SEX FACTOR IN MARRIAGE
by Helene Wright.....Vanguard, revised 1937
YOUTH AND SEX
by Dorothy Dunbar Bromley and Florence Haston Britton. Harper, 1938
SEX SATISFACTION AND HAPPY MARRIAGE
by Rev. Alfred Henry Tyre.....Emerson Books rev. ed., 1938
PLAN FOR MARRIAGE: AN INTELLIGENT APPROACH TO MARRIAGE AND PARENTHOOD
Edited by Joseph K. Folsom.....Harper, 1938
THE FAMILY PAST AND PRESENT
by Bernhard J. Stern, for the Commission on Human Relations of the Progressive Education Association.....Appleton-Century, 1938
THE HAPPY FAMILY
by Dr. John Levy and Dr. Ruth Munroe.....Knopf, 1938

Science Contributors

SOCIAL IMPLICATIONS OF THE EUGENIC PROGRAM

By FREDERICK OSBORN

TODAY the women of child-bearing age in the United States are not having enough children to replace their own number in the next generation. And the decline in births is greatest among those who live in environments which we all think of as the most enlightened. It is evident that we need more births, and that we need a eugenic program so broad that it would lead to a more eugenic distribution of births among all our people. There is no easy road to such an end.

This broad program of eugenics must be based on individual differences. A eugenic program based on social, class, economic or racial distinctions would be contrary to the scientific knowledge now available. Scientific evidence on group differences may be summarized as follows: Whatever differences there are in the average hereditary capacities of different socio-economic or regional or racial groups in the United States, such differences are less than the differences in hereditary capacity known to exist between individuals within the same group. Eugenics should therefore be concerned with individual differences.

We recognize that present social conditions are a handicap to any widespread acceptance of eugenic motivations. To parents in our cities and urbanized areas, children are no longer an economic asset, but rather an economic handicap in the effort to maintain or improve their standard of living. This consideration weighs most heavily on competent parents who desire to give their children a good environment, whatever their economic level, and is least noticed by those who are improvident or irresponsible.

It would seem, therefore, that the first step in a broader program of eugenics would be the attempt to further and equalize the freedom of all parents to have as few, or as many, children as they would like to have by increasing the availability of contraceptives, and by reducing in every way possible the economic handicaps at present attaching to children.

Measures for reducing the cost of children may be eugenic or dysgenic, depending on how they are applied. They may take the form of free services to children, as in Sweden, or of payment in cash to parents, as in Germany and Italy. In these latter

countries important population policies were adopted in 1934, aiming chiefly at an increase in numbers. Thus, provisions were made for marriage loans, baby bonuses, and other cash benefits, with little regard for the quality of parents to whom such cash payments might appeal. On the other hand, the measures adopted in Sweden were framed with the hope that they would appeal most strongly to the more responsible type of parents. These measures were developed by the extensive investigation and report of the Swedish Population Commission in 1937, as a result of which Sweden developed various methods of aiding child welfare as the best means of redistributing births in a way to improve the quality of the population. Thus, in Sweden, government subsidies available for housing projects are applied as rent reductions for families with three or more children. Extensive provisions have been made for day nurseries throughout the country, so as to give occasional relief and rest periods to mothers with large families. The system of free education is supplemented by free meals in the schools. Many other measures of like nature are capable of further development, such as public recreation facilities and reduced cost of maternal and child care.

In Stockholm, recent studies by Edin show that the upper professional and business executive groups are having more children than those in the lower economic groups, the skilled laborers more children than the unskilled laborers. This reversal of social class birth differentials in Stockholm and other European cities is evidence that it is possible for birth control to be made equally available to people at widely different economic levels. A number of recent studies indicate that in groups at approximately similar educational levels, where the use of birth control is almost universal, size of family tends to vary to some extent directly instead of inversely both with the income and with the proven abilities of the parents. But the important thing to bear in mind is that the creation of such conditions, in which all parents could freely restrict the size of their families or could have more children without too severe an economic penalty, would prepare the ground for innumerable eugenic

measures which otherwise could not be made effective.

Actual eugenic measures will be of a sort to influence human values, especially those associated with family life. Every type of environment can be modified to some extent in the direction of teaching family values in such a way that those persons most susceptible to the best influences of their environment may have large families. Such influences can be made especially effective in the environment of young children. One of the most important steps in this direction is the reorganization of our educational system, from the earliest years onward. Those young people who are most responsive to educational opportunities should be most affected by those influences which develop a desire for children and a motivation for family life. Our present educational system is not pointed up in this way, though there are many practical changes in subject matter and in teachers' attitudes which might have such an effect.

Such influences can be developed in the home, strengthened by the proper teaching of the great religions, and maintained by the force of a eugenic public opinion. They would be a unifying force, giving a common purpose to many social activities.

The eugenic program as thus outlined would call for two changes in present conditions, one set of changes directed toward greater freedom in choice of parenthood, the other set of changes directed to a number of measures which would make for larger families among competent individuals and a society more aware of eugenic needs. It may be objected that the economic applications of such a program would necessitate very fundamental changes. The fact is that eugenic applications are basic to any intelligently set up form of society. Certainly, they seem necessary to the continuing operation of our semi-capitalistic form of society, in which powerful dysgenic factors are known to exist, making for a disproportionate population increase in people with below-the-average hereditary capacities. No form of society can disregard the need for establishing conditions such that in every form of environment the distribution of births will, by a natural and unconscious process, favor those genetic types capable of developing their own culture to its highest point.

This broad program of eugenics outlined above is closely related to the attainment of other social values. In the first place, it conforms to democratic ideals. Coercive measures could not be applied in the attempt to equalize freedom of parenthood. Nor would the reorientation of educational and emotional influences necessary for the new eugenic motivation

result in any arbitrary control over births. The eugenic ideal calls for a society so organized that a eugenic selection of births will take place as a natural process, in which the individual parents themselves will be the judges as to the contribution which each couple will make to the next generation. Except in the case of hereditary defectives, no eugenic agency would attempt to define the "fit" or the "unfit," nor would any arbitrary power determine who should and who should not have children. Eugenic efforts would be directed to the creation of environmental conditions under which parents would tend to have children in proportion to their mental and physical health, their interest in children, their ability to care for them, and their sense of the contribution they would thus be making to society. It need hardly be pointed out that such a philosophy of eugenics is more appropriate to a democratic than to a totalitarian state.

In the second place, a eugenic form of society of this sort would have room for many different kinds of culture. The only general requirement would be that, whatever the type of the culture, those parents most fitted to develop the full possibilities of their particular environment would tend to have more children than those parents least fitted to improve their environment. The question of values, which has been perhaps the most controversial question in eugenics, would become a question of what is the "best" environment for human beings. In this form, it is not a new question, for we are accustomed to consider what kind of environment we are trying to attain. Such a eugenic form of society would favor births among those whose hereditary capacities would be most likely to improve the various prevailing types of environment. Every existing kind of human culture would thus be encouraged to reach its fullest development.

Unless the dysgenic effects of unequal availability of birth control and of the economic handicaps attaching to children can be offset by changed conditions, and unless present social and personal values give way to a greater interest in children, the attempt to create a permanently "improved" environment of any kind is likely to be thwarted. Our civilization may well fail to produce enough of those people who are able to take full advantage of the improved environment. The program of eugenics is therefore a necessary corollary to the improvement of every type of environment.

And, finally, most of the eugenic measures now being considered would have the direct effect of im-

proving the environment of children and their opportunities for reaching the fullest development of their capacities. Thus, while the purpose of eugenics is to bring about changes which would have the effect of producing a eugenic distribution of births, these very changes would also have the effect of changing the environment in other ways which are already considered desirable.

The help of all existing social agencies will be needed if we are to develop sound measures in sup-

port of this broad eugenic program. We need the leadership and understanding of such organizations as the Child Study Association of America, interested in the welfare of children and better families, to cope with these problems. And we must begin in childhood with the natural development of a sound personality and of the urge to parenthood, if we are to be successful in bringing about the realization of the eugenic ideal of a constantly improving race fitted to a constantly improving environment.

Readers' Page

Each month we present some contributions of our readers who have been thinking about child training and learning through both study and experience. We, the editors, may disagree with what is said as frequently as we approve it. But, in either case, we feel that the writers have a point of view which may prove stimulating to our readers. Anyone with something to say which may interest parents or teachers is cordially invited to send a contribution. In addition, we would welcome your comments on whatever appears in the columns of this magazine.

CHILDREN'S BOOKS IN RETROSPECT

By ANNA AMES

MAY I rise to a spirited defense of the many children's books of fifty years or so ago which delighted me as a child, and my parents before me, and are now a joy to my own children. Josette Frank's article *Children's Books—Fifty Years of Change*, in your December number has offered me a challenge I cannot ignore. While it is true that *The Elsie Books* were, and still are, triple of the first water, and while *The Wide Wide World* and *Little Lord Fauntleroy* laid on sweetness and light a touch thick, there are a host of other books of real merit in which few if any, tears are jerked; and where the moral is small and well hidden among the delights of good story, good characterization, adventure, imagination, splendid type (in many instances) and some illustrations which have never been surpassed in excellence. Without taking time to look up lists of children's books of the '80's and '90's, I find innumerable titles coming to mind, many of which are still read and loved today. Do, for the sake of

justice consider the following as an incomplete list of books which ill deserve your writer's harsh words: books by Mrs. Molesworth, *Carrots*, *The Tapestry Room*, *The Cuckoo Clock*, *Grandmother Dear*, *Little Mother Bunch*, *Four Winds Farm Summer Stories*, *A Christmas Child* (pretty sugary!), *The Children of the Castle*, *Tell Me a Story*, and *Silvermorn*; books by Juliana Horatio Ewing, some of which contain their share of tears, but which are really beautifully written: *Jackanapes*, *The Story of a Short Life, Six to Sixteen*, *A Flatiron for a Farthing*, *Mary's Meadow*, *Mrs. Overtbay's Remembrances*, *We and the World*, *Jan of the Windmill*, *Mother's Birthday Review*, and *Bluebells on the Lea* (the last two, charmingly illustrated and printed picture-story books); Mary Mapes Dodge's *Donald and Dorothy* and *Hans Brinker*; Miss Mulock's *The Little Lame Prince* and *Adventures of a Brownie*; books by George MacDonald: *The Princess and the Goblin* and *The Princess and Curdie* and *At the Back of the North Wind*; by Susan Coolidge: *The New Year's Bargain*, *What Katy Did*, *What Katy Did at School*, and *What Katy Did Next*; Charlotte M. Yonge's *The Little Duke* (most of her others are very sentimental, but have merit as pictures of her times if no other); by Frances Hodgson Burnett: *Little Lord Fauntleroy* (still a good story with fine pictures by Reginald Birch), *Sarah Crewe, Racketty Packety House*, *The Secret Garden* (one of the best children's books ever written); Charles Dickens' *Christmas Stories* and others; Oscar Wilde's *Fairy Tales*; Thomas Bailey Aldrich's *The Story of a Bad Boy*; books by Louisa M. Alcott: *Little Women*, *Little Men*, *Jo's Boys*, *Jack and Jill*, *Under the Lilacs*, *Eight Cousins*, *Rose in Bloom* (pretty awful), *An Old-Fashioned Girl*, and *Aunt Jo's Scrap Bag*; books by Lewis Carroll:

Alice's Adventures in Wonderland, Through the Looking Glass (these have yet to be equalled), and *The Hunting of the Snark*; books by Robert Louis Stevenson: *A Child's Garden of Verses, Treasure Island, Kidnapped, and The Black Arrow*; books by Rudyard Kipling (a bit later, but still 40 years old or so): *Puck of Pook's Hill, Rewards and Fairies, Captains Courageous, Stalky and Co., Soldiers Three, Plain Tales from the Hills, Kim, Just So Stories, The Jungle Books*; picture books by Kate Greenaway (*Marigold Garden, etc.*); Charles Kingsley's *The Water Babies, Westward, Ho!, Madam How and Lady Why*; Nathaniel Hawthorne's *Wonder Book and Grandfather's Chair* (written in the '50's or '60's); Hilaire Belloc's *A Bad Child's Book of Beasts, More Beasts for Worse Children, and Cautionary Tales*; Daniel Defoe's *Robinson Crusoe* (18th century); Anna Sewell's *Black Beauty*; Selma Lagerlöf's *The Wonderful Adventures of Nils*; books by Kenneth Grahame: *The Golden Age, Dream Days, The Wind in the Willows*; books by Howard Pyle with his own magnificent illustrations: *The Wonder Clock, Robin Hood, King Arthur* (4 vols.), *Pepper and Salt, Men of Iron*; books whose author's names are unknown to me: *The Swiss Family Robinson, Tom Brown's Schooldays, Tom Brown at Oxford, Slovenly Peter, Two Little Confederates, Brave Deeds of Confederate Soldiers, Toinette's Philip* (very sad), *A Lost Prince, Nelly's Silver Mine, Pinocchio, Castle Blair*; all the books of E. Nesbit (*The Would-be-goods and others*), of Fenimore Cooper (*Leather Stocking Tales*), the famous Henty Books and those by Oliver Optic; all the Fairybooks edited by Andrew Lang in every color of the rainbow; Edward Lear's lovely *Nonsense Books*, with his own illustrations as well as some illustrated by L. Leslie Brooke.

To conclude I must mention Gelett Burgess's *Goop* books—*Blue Goops and Red, Why Be a Goop? The Goop Encyclopedia*, etc.; and last of all, for little children, Beatrix Potter's inimitable but often plagiarized *Peter Rabbit, Benjamin Bunny, The Flopsy Bunnies, Mrs. Tittermouse, Two Bad Mice, Johnny Town Mouse, Timmy Tiptoes, and The Tailor of Gloucester* (one of the world's great short stories, according to some critics).

This list should convince the skeptical that the dawn of love for children and interest in their lives did not occur in 1888. Let us give our forebears their due in praise and blame, without forgetting that ours is not the first age of good books for children, well written, printed, bound, and illustrated.

IN CHILD STUDY

No book in the past year has aroused greater enthusiasm than

Babies Are Human Beings

by C. A. and Mary M. Aldrich

"As sound as it is human and understanding. Deserves to be a classic."

—Mary Shattuck Fisher, Vassar College

\$1.75 all bookstores, or direct from

The MACMILLAN COMPANY, New York

STATEMENT OF THE OWNERSHIP, MANAGEMENT, CIRCULATION, ETC., REQUIRED BY THE ACTS OF CONGRESS OF AUGUST 24, 1912, AND MARCH 3, 1933

of CHILD STUDY, published monthly, October through May (8 issues), at New York, N. Y., for October 1, 1938.

State of New York } ss.
County of New York } ss.

Before me, a Notary Public, in and for the State and county aforesaid, personally appeared Pauline Rush Fadiman, who, having been duly sworn according to law, deposes and says that she is the Managing Editor of CHILD STUDY, and that the following is, to the best of her knowledge, belief, a true statement of the ownership, management, and if a daily paper, the circulation, etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, as amended by the Act of March 3, 1933, embodied in section 537, Postal Laws and Regulations, printed on the reverse of this form, to wit:

1. That the names and addresses of the publisher, editor, managing editor, and business managers are:

Publisher—Child Study Association of America, 221 West 57th Street, New York, N. Y.

Editor—None.

Managing Editor—Pauline Rush Fadiman, 221 West 57th Street. Business Manager—Mildred Kester Marcy, 221 West 57th Street.

2. That the owner is: (If owned by a corporation, its name and address must be stated and also immediately thereunder the names and addresses of stockholders owning or holding one per cent or more of total amount of stock. If not owned by a corporation, the names and addresses of the individual owners must be given. If owned by a firm, company, or other unincorporated concern, its name and address, as well as those of each individual member, must be given.) Child Study Association of America, a philanthropic educational corporation, without stockholders, 221 West 57th Street, New York, N. Y., Mrs. Everett Dean Martin, President; Mrs. Fred M. Stein, Mrs. Hugh Grant Straus, Mr. Frank E. Karelsen, Jr., Mrs. Edgar J. Kohler, and Mrs. Franklin E. Parker, Jr., Vice-Presidents; Mr. James G. Blaine, Treasurer.

3. That the known bondholders, mortgages, and other security holders owning or holding 1 per cent or more of total amount of bonds, mortgages, or other securities are: (If there are none, so state.)

None.

4. That the two paragraphs next above, giving the names of the owners, stockholders, and security holders, if any, contain not only the list of stockholders and security holders as they appear upon the books of the company but also, in cases where the stockholders or security holders appear upon the books of the company as trustee or in any other fiduciary relation, the name of the person or corporation for whom such trustee is acting, is given; also that the said two paragraphs contain statements embracing affiant's full knowledge and belief as to the circumstances and conditions under which stockholders and security holders who do not appear upon the books of the company as trustees, hold stock and securities in a capacity other than that of a bona fide owner; and this affiant has no reason to believe that any other person, association, or corporation has any interest direct or indirect in the said stock, bonds, or other securities than as so stated by him.

5. That the average number of copies of each issue of this publication sold or distributed, through the mails or otherwise, to paid subscribers during the twelve months preceding the date shown above is..... (This information is required from daily publications only.)

PAULINE RUSH FADIMAN,
Managing Editor.

Sworn to and subscribed before me this 20th day of December, 1938.

E. AMES BLEDA, Notary Public, Queens County.

(Seal)

Queens Co. Clk's No. 164, Reg. No. 275.
N. Y. Co. Clk's No. 90, Reg. No. 0-B-84.
Bronx Co. Clk's No. 5, Reg. No. 6-8-40.
Commission Expires March 30, 1940.

Book Reviews

The Happy Family. By John Levy, M.D., and Ruth Munroe. Alfred A. Knopf, 1938. 319 pp.

"The Happy Family" is an unusual book. It is both psychiatrically sound and clearly and refreshingly written. It is a book for laymen expressed in everyday language with humor, wisdom, and sympathetic insight. Here are set forth those interests and issues common to all families. "How Families Begin," is, as it should be, chapter one's topic. There naturally follows "Settling Down to Marriage" in chapter two. "The Other Woman" enters in chapter three. Chapter four, on "Sexual Satisfaction," I suppose came next because it is so often thought that the lack of such satisfaction is the cause of the problem presented in chapter three. Again "Living Together," in its varied aspects, is discussed in chapter five, which leads naturally to chapter six on the adjustments centering in and around "Work and Money." And finally, chapters seven and eight discuss "Children, the Consummation of Marriage"—trailing, along with their clouds of glory, the inevitable fact that "All Children Have Difficulties."

Problems, tensions, quarrels, fights, all of which exist in every family, are interpreted from the standpoint of present-day dynamic psychology that is so largely based on the method of Freud. The facts observed by the use of that method are explained in terms of everyday life without a dogmatic adherence to theory, and above all, without the use of psychoanalytic terms.

There is comfort and help in this book for troubled readers who wish to make something satisfying and real of their marriages. It should help dispel their feeling that their troubles are unique and lessen their sense of guilt. They should learn that their lot is common and that the authors' aim is not to pass judgment but to explain and interpret.

They may also be relieved to find that old-fashioned common sense ways of bringing up children need not always result in neuroses but may at times be good healthy measures resulting in healthy reactions in their children; in other words, that dogmatism and routinism are destructive whether they are called "old-fashioned" or progressive. They will learn that behavior that offends must be handled not solely as such, but also with regard to its cause.

Dr. John Levy, who recently died, was a well-

trained and skilful psychiatrist with great experience in this field of the family. This with his rich, warm, and understanding personality makes his untimely death a great loss to the community. Many of us therefore feel grateful that he left us this book which should carry on and extend the work he did so well. His wife, Dr. Ruth Munroe, connected with the psychology department of Sarah Lawrence, was closely associated with him in a good deal of his work. Together they have brought out a book scientific in its contents, rich in material, and mellowed with human experience.

LEONARD BLUMGART, M.D.

The Family Past and Present. By Bernhard J. Stern, for the Commission on Human Relations of the Progressive Education Association. D. Appleton-Century Co., 1938. 450 pp.

At a time when all institutions are being questioned and the family in particular is being threatened, this book comes most carefully upon its hour. "Assertions that the family is disappearing as a social institution are met with counter-assertions that the psychological relations inherent in family living are more important than ever before. . . . A study of the functioning of our families in the perspective of the past should illuminate these problems."

The book is a compendium of extracts from writers in all fields bearing on the subject of the family from primitive societies through those of ancient Babylon, Greece, Rome, and Palestine, Europe in the Middle Ages and in the Renaissance, and including a chapter on China and Islam. It traces the emergence of the American pattern from its roots in the pioneer days through the period of the Industrial Revolution, up to the present.

Almost half of the book deals with the contemporary scene. Most of the contemporary excerpts are from authoritative studies on various phases of home and family living, and include discussions of income, housing, employment of married women, child labor, urban, industrial, and farm life, the effects of the depression, the position of the Negro, and birth control. A few fictionalized presentations of family life, scattered through the volume, are valuable in themselves, and add life and vividness to the more academic portions of the book.

The two concluding sections are the high points of the book. One is on current ideals of morality as presented by the churches and as prescribed by Fascist edicts, in contrast to practices discovered by questionnaires and case histories. The other is an analysis of the practical possibilities which face the family if it is to remain a vital force in our lives. The earlier historical portion of the book is consistently interesting and sometimes fascinating reading; its real purpose is to supply a background for our consideration of the challenge to the family today.

The book is uneven, as any compilation is bound to be. It was designed to accompany a textbook for high school students, and for such a purpose is probably too difficult a book, though the summaries preceding each section are excellent. But, while high school students might benefit by more editorial comment than is given, the mature reader will find no such fault and will see that the facts speak for themselves. In either group, however, the volume will serve as an excellent and much needed springboard for further exploration of a very vital subject.

HELEN STEERS BURGESS

Plan for Marriage: An Intelligent Approach to Marriage and Parenthood. Edited by Joseph K. Folsom. Harper & Bros., 1938. 305 pp.

This book is the outcome of a series of extracurricular lectures on Marriage and Family Life given at Vassar College. All of the authors are associated with the college either as members of the regular faculty or of the Summer Institute of Euthenics.

The material is addressed to all intelligent young people of both sexes whether they be in college or in the upper classes of high school, at home or employed. Consideration is given to ethical and aesthetic as well as social values, and these are linked together with the bases in biological and social science. The points of view of the various authors are sufficiently different to make it extremely interesting reading even when there is some inevitable overlapping in subject matter.

The book is amazingly comprehensive in its scope, dealing with every aspect of an intelligent approach to marriage, including such subjects as finding a mate in modern society, emotional maturity, romance and realism, the technique of harmony in modern marriage, parenthood, religion, and family life—even to plans for budgeting the family income.

The chapter entitled "The Medical Basis of In-

telligent Sexual Practice" is outstanding among treatments of the subject not only for its admirable sincerity and frankness of approach but also for its consistent delicacy. The desirability of "petting" and of premarital relationships is debated with a calm lack of prejudice predicated on a genuine sympathy and understanding of the youthful viewpoint that is rare and exceedingly valuable.

Perhaps the chief fascination of the book—and there is no doubt that it is fascinating reading—lies in its vitality and its optimism. The assumption that we live in an exciting, forward-moving world that can be definitely improved by thoughtful personal effort is a thrilling one. And for those who are already married it is no less stimulating as a challenge to a re-evaluation of standards and the taking of a fresh grip on life.

As the editor points out in the preface, this is a book which cannot be classified satisfactorily as physiology, as psychology, as sociology, as economics, or as religion; but might be called "Some of the Science and Philosophy of Marriage."

KNYVETT LEE DURGIN

Youth and Sex: A Study of 1,300 College Students. By Dorothy Dunbar Bromley and Florence Haxton Britten. Harper Brothers, 1938. 303 pp.

The facts presented in this book were culled from personal interviews with men and women attending representative colleges throughout the United States and questionnaires filled out by them. The authors wisely make no attempt to interpret their findings which are presented objectively, if at times in a rather too journalistic vein. They indicate that a gradual shift in sex mores among college students is taking place.

In the old terminology, men of this age tend to remain more virtuous and women less so. There is some indication that, although this change parallels diminished fear of pregnancy and venereal disease, together with unchaperoned freedom of the sexes, it is due not so much to uncontrolled emotional overflow as to intellectual rationalization.

To what extent indoctrinated attitudes and factual sex education in the home contribute to the individual's later behavior is unanswered. The findings, however, should be of intriguing interest to parents not only of college undergraduates but to those of children at the junior and senior high school level.

MARY W. COLLEY

In the Magazines

Middle Childhood to Early Adolescence. Progressive Education, November, 1938.

An entire issue devoted to this neglected age. Articles by Caroline B. Zachry, Jean W. Macfarlane, Lois H. Meek, G. Derwood Baker and W. Jaffray Cameron raise interesting questions for investigation, suggest methods and call attention to current studies and findings.

Early and Later Adolescence. Progressive Education, December, 1938.

Articles by W. Carson Ryan, Caroline Zachry, Alice Keliher, Mary Cover Jones, Lois Hayden Meek, Elmina R. Lucke, and others present findings from current research studies, and describe experiments with adolescents in progressive schools, work camps and discussion groups.

Overcoming Fear. By Catherine L. Jersild. Parents' Magazine, December, 1938.

Fear is a common childhood problem—its sources often hard to trace. Anxieties may grow out of general insecurity. That which a child dreads is frequently symbolic of some strain or worry which he himself does not understand. Such problems must be attacked by building up security in the child's daily relationships. Some helpful techniques in dealing with fears are suggested and parents are warned against harmful and useless practices.

The Abnormally Aggressive Child. By John Bowlby. The New Era in Home and School, September-October, 1938.

Suggests that some aggressive behavior is to be expected in all children, indicating its close relationship to the universal problems of jealousy, fear and guilt. Takes the position that the abnormal intensity and persistence of aggressive behavior is largely the result of unwise handling.

The Teacher's Problems—A Psychoanalytic Assessment. By Barbara Low. The New Era in Home and School, September-October, 1938.

Self-knowledge of the deepest sort is desirable if the teacher's work is not to be hampered by hidden aggressions and unrecognized emotional needs.

Some Emotional Problems Besetting the Lives of Foster Children. By Edwina A. Cowan. Mental Hygiene, July, 1938.

Emotional strains are inherent in the foster child's situation: the clash between the foster parents' expectations and the inevitable personality problems of the child; the divergence between the standards the child has known and those he must now meet; the sense of inferiority resulting from his special situation, often complicated by confused or bitter feelings about his real parents, and the tendency of foster parents to try to obliterate the past for the child. Suggestions are offered for alleviating these strains, even though they cannot be entirely eliminated.

Home Recreation. By Daniel Carpenter. Recreation, November, 1938.

A "homey" home where children can have as many and as varied experiences as possible is valuable. Children enjoy doing rather than watching. Activities which may be shared with parents are described—building and furnishing of a doll's house, stamp collecting, reading and story-telling, simple parties.

Education or the Three R's. By Carleton W. Washburne. National Parent-Teacher, August-September, 1938.

In addition to learning the three R's in school, the child needs opportunities to develop into an emotionally stable individual. Leisure time activities can do much toward this end if individual abilities and interests are capitalized.

The Needs of the Child. By Lawrence K. Frank. National Parent-Teacher, December, 1938.

A brief summary of the author's paper on this subject presented before the National Association for Nursery Education, and printed in full in the July issue of *Mental Hygiene*.

Notes on a Little Boy. By D. W. Winnicott. The New Era in Home and School, November, 1938.

An illuminating account of the behavior of a child after his first school experience. Resulting disturbances in his home adjustment are explained and the importance of wise handling stressed.

News and Notes

Child Study Makes the News

Features, front page articles, and well placed columns in the large metropolitan papers and some of their out-of-town correspondents told the story of the Child Study Association's 50th Anniversary Conference and Institute, November 14th to 18th. Bart Andress, who directed the publicity for the conference, found it interesting to note just what part of all that went on during those days caught the attention of the press.

William Engle's series of six articles for the *World-Telegram*, describing the Association as a whole and its interpretive work, carried the provocative title *Children Should Be Heard*. C. M. Dunlops in a double spread for the *New York Times Magazine* for November 20th stressed the historical aspects—*For the Children Too It's a Changing World, Half a Century of Child Study has Parallelized a Revolution in the Ways of Home and School*. On the first day of the conference two papers took as the lead Dr. Gesell's speech which was reprinted in the anniversary number of *CHILD STUDY*; one chose Dr. Blatz's *Parent Education Is Still in the Suckling Stage*; others featured for their readers Dr. Kelihers report on films as educational material or Mrs. Nathan Straus's discussion of improving the care for babies and mothers. On the morning following the dinner almost without exception the *CHILD STUDY* story stressed Mr. James G. Blaine's* fine appeal for public support for the Association in its money raising efforts, under such captions as: *Child Study Asks \$200,000 Fund—Money Needed for 3 Years—Value of Work Stressed: It Preserves Family, The Basic Unit of Society*. The Institute on Sex Education was generally regarded as the high spot of the third day, with Dr. Valeria Hopkins Parker's speech featured by most of the papers. One prominent metropolitan daily used Mrs. Pilpel's talk as lead: *Parents Hear Sex Frankness Not Enough—Telling All Is No More Successful than Victorian Reticence*. One evening paper featured Mrs. Gans' association with *CHILD STUDY* in an article called *Half a Century of Child Study*. Dr. David Levy's work in release therapy was chosen by some papers as the feature of the November 17th session; others found "news" in Mrs. Miller's report on the progress made by a group of refugee pupils in American schools. On the last day

of the conference Mr. Ralph Bridgman's speech on *The Responsibilities of Parenthood* drew attention, as did also Mrs. DuVall's report on current developments in child study in the city of Chicago.

Family Forms and Functions Changing forms and functions of the family from primitive times to the present is the subject of the fifteen-week course to be given by Dr. Bernhard J. Stern, at the New School for Social Research, 66 West 12th Street, on Wednesday afternoons at 5:20, beginning February 8th. Dr. Stern will

draw upon recent psychological and psychiatric studies of husband-wife, parent-child, and sibling relationships, particularly in the treatment of the modern family. Dr. Stern is a member of the department of sociology at Columbia University, editor of *Science and Society*, and author of several books, including *The Family, Past and Present*, recently prepared for the Commission on Human Relations of the Progressive Education Association.

Forthcoming Conferences The 1939 National Conference of the Progressive Education Association will be held in Detroit, February 22-25. The National Council of

Parent Education will hold its Sixth Biennial Conference in the same city, February 21-23, and will include a joint session with the Progressive Education Association.

Orthopsychiatric Meeting The Sixteenth Annual Meeting of The American Orthopsychiatric Association, an organization for the study and treatment of behavior and its disorders, will be held at the Commodore Hotel, Lexington Avenue and 42d Street, New York City, on February 23, 24 and 25, 1939. Further information may be obtained from Dr. Norvelle C. LaMar, Secretary, 149 East 73d Street, New York City.

Symposium on Mental Health The American Association for the Advancement of Science included a symposium on Mental Health as one feature of its winter meeting in Richmond, Va. This symposium, of December 28-30, held under the auspices of the Section on Medical Sciences, marks the first discussion of this important subject before the forum of this scientific organization.

* For details, see page 105.

Shop Talk

PRESENTS FOR NEW BABIES

SOME people are just naturally clever in thinking up amusing, practical and pretty offerings to send to the new mother. Others are smart enough to do their shopping at places where the needs of the brand new mother and the brand new baby, are known and catered to.

Such a place is Merry Moderns Inc., at 1118 Madison Avenue in New York, which is something of a new baby itself since it opened only a fortnight ago. There is an air of competent knowing about this well-stocked shop which contrasts pleasantly with the wide-eyed innocence of the things they sell. "Snooping" here, I found just exactly the right thing for every new baby I had on my conscience. Several things are simply in the "got to get" class, especially the *Hayco* toys for the extremely young. These include:

BABY BEADS . . . doesn't sound new, but this time they are just about perfect. Safe, sanitary, and sound. A stout, soft cord that is unbleached, boilable, and unbreakable (at least by a toothless mite), has husky, colorful beads made of a plastic composition which feels pleasant, clinks wonderfully and slides.

DRUM RATTLES . . . a square, red one, and a blue one make a "set" and a funny sound (not too loud). They float in a bath, roll on a floor, and eventually turn into real beginners' blocks.

PAT-A-CAKE . . . are two white plastic cymbals with gay knobs. They are just the right size, 3" in diameter, and clump delightfully. May help in developing a sense of rhythm, and anyway will be lots of fun.

There is also a more usual rattle made by the same company big enough to make rattling worth while.

All of these toys are priced from about eighty-five cents to a dollar and a half. The *Hayco* toys are so well constructed that it is interesting to know just how and where they are made. "Made from American raw materials, by American labor, conforming to standards of American educational groups. A lustrous plastic material which is practically indestructible—non-inflammable, odorless, tasteless, and colorful. Will not chip or peel—light, stainless, and washable. Smooth, round edges—no parts to break loose, or small enough to be swallowed."

Merry Moderns Inc. has a supply of animals that would make Dr. Ditmars envious. Some of the nicest ones are those made of terry cloth which will appeal to a baby in his months as well as to the one-, two-, and three-year-olds. Best of all, I think, is the dachshund whose attenuated midriff is slender enough to be firmly grasped by a small hand. These beasts cost around two dollars.

Every now and again, of course, the gift for the new baby has to be very important. Substantial presents are nice to give and even nicer to receive, especially when having a baby has done strange things to the family budget. I always think it's a pity to get expensive frou-frous for a baby when really practical help can so charmingly masquerade as a present.

Most practical of all, I think, is the diaper gift certificate. It is possible to order such service for as long as you wish at a considerable discount. For three months—and the first three months seem the hardest—it costs about twenty dollars.

Another grand post-natal presentation is a check to cover, or help to cover, the cost of the nurse which every mother would like to bring home with her for those first days or weeks.

I have seen some peculiar things given at this time which were very popular with the recipients. A linoleum floor for the nursery may not seem the most adorable thing in the world, but it's one of the best helps toward a clean nursery that ever was. But the most perfect present I ever heard of was one which money cannot buy. It was the offer (carried out faithfully) to come and take care of the baby every Wednesday afternoon for two months while the mother, who had no help, went gadding.

It's a smart friend who patiently waits a while before giving to a new baby. Duplication is so easy—to wit, my little girl at the age of twelve days was the owner of seven silver hair brushes, all initialed.

DEIRDRE CARR

A NEW KIND OF CHILD'S NURSE

One of the unpleasant recollections of our childhood is a dictatorial nurse. This employment bureau is constantly searching for the ideal nurse—one who likes to be with children, is happy playing with and working for them. She must not be so theoretical that she is pedantic or so exacting in details that she makes life miserable for the family. She must be simple yet interesting. She must have a good sense of humor and yet develop the child's independence. She need not be an expensive luxury. If you want this kind of nurse for your child, why not advise with

GERTRUDE R. STEIN
Vocational Service Agency 11 East 44th. MU. 2-4784

In the Mail

Some Messages Received by the Child Study Association upon the Celebration of Its Fiftieth Anniversary

"For many years I have been privileged to follow the magnificent work of the Child Study Association. It has been one of the leading pioneer forces in this country working toward the conservation of the mental health of children. And all of us in the mental hygiene field realize that we owe a deep debt of gratitude to this fine organization.

"It is fitting that in the 50th Anniversary year of the Child Study Association of America its historic place should be duly recognized."

DR. C. M. HINCKS, *General Director,*
National Committee for Mental Hygiene

"I have been going through your reports of the work of the Child Study Association during the past year. While I have, of course, known something about your activities and contributions, I must confess that the aggregate is most impressive and stimulating. I know that I express the common sentiment in the Station in saying that we are all hoping that you will be able to carry on with your highly significant enterprises. I know of no organization or group of people more deserving of steady and extensive support."

GEORGE D. STODDARD, *Director,*
Iowa Child Welfare Research Station

"You are doubtless receiving congratulations and praise from many sources over the great success of the Child Study Association conference, and I wish to add my praise and thanks to the others and tell you once more how much I appreciate the opportunity of taking part in such a delightful and well-planned program.

"Our two organizations have so definitely the same aims and so much in common that I hope we may continue to be of great service to each other in the future."

MRS. FREDERICK H. BROOKE, *President,*
Girl Scouts

"As you know, many of us respect the dignified,

steady policies of your organization in a field which is so susceptible to fads and doctrinairism."

DR. ARNOLD GESELL, *Director,*
Clinic of Child Development, Yale University

"I do not like an opportunity such as this to pass without saying a few words of appreciation of what the Child Study Association of America has represented to me.

"Years ago Dr. Thomas Salmon initiated and sponsored a demonstration in the field of Mental Hygiene in our rural County of Monmouth, in New Jersey. These demonstrations finally became a service rendered primarily to Parent-Child relationships, and under the counsel of the Laura Spelman Rockefeller Foundation our Monmouth County program was brought into close relationship with the work of the Child Study Association of America, and new light and new wisdom were contributed to our thinking and plans.

"This relationship dates back fifteen years. But even at that time the Child Study Association of America had apparently reached a calm and wise philosophy concerning the problem of human adjustments, understood the deeper, more simple truths of these relationships, and had developed, through its leaders, the gift of their expression. Under its guidance, situations in modern family life were reduced to their smallest proportions and became sources of joy rather than difficulty.

"I had the good fortune to be an 'honorary member' of a young parents' class, and these study groups, where questions and answers were the procedure, seemed to possess the priceless advantage of your sharing with others a philosophy and technique which made it possible to develop a wise and almost easy control of the parent-child problem even under the added difficulty of a background of city life."

MRS. LEWIS S. THOMPSON, *President,*
Monmouth County Organization
for Social Service

Will you contribute to the Fiftieth Anniversary Fund of the Child Study Association at this time when funds are so urgently needed?

Make checks payable to James G. Blaine, Child Study Association, 221 West 57th Street, New York City

Public Support For Child Study Urged by Blaine

\$200,000 Campaign Opened at Annual Conference for Welfare Research Work and Education of Parents

Public support of the Child Study Association of America, as one of the most potent forces for preserving democracy through its defense of American family life from foreign "isms" and the breakdown of old moral standards, was urged last night by James G. Blaine, banker and president of the Greater New York Fund, at the association's fiftieth anniversary dinner at the Roosevelt.

"The work of the Child Study Association is focused directly upon the point where democracy must begin—in the American home—by helping to develop genuinely democratic living in the home and school," he said. "This organization is helping to promote the democratic way of life in its larger aspects in the community and in the nation."

\$200,000 Drive Started

Mr. Blaine, who has been treasurer of the association for fifteen years, formally announced at the dinner a campaign to raise \$200,000 to support the organization's work for the next three years. He said the association had been forced to launch its first major campaign for financial aid because grants from the Laura Spelman Memorial Fund, which have supported its work for many years, had been exhausted.

Mr. Blaine pointed out that research and parent education carried on by the association could be continued only through individual contributions by persons interested in child welfare. He said that \$100,000 was needed for operating costs of the association, which is only half self supporting, and an equal amount for an extension fund to support research work and consultation service.

Supported by Educators

Mr. Blaine said the decision to appeal for public support had been made only after the association's directors had made a careful analysis of its program and decided that it was "doing a piece of educational work that is unique and necessary."

"This decision by the association was augmented by the affirmative judgment of educators and other authorities," he continued. "Speaking as a citizen especially interested in education and welfare, I rejoice

*Why Give
to the
50th Anniversary
Fund
of the
Child Study
Association?*

*Here Are
Your
Answers!*

that this has been the decision because I am convinced that if the Child Study Association should curtail, much less discontinue, its present program, the loss to our educational resources would be irreparable.

"A contribution to the Child Study Association is a contribution to the preservation of the family as the basic unit of society. Many phases of our social structure may change—but whatever comes, the family must be held intact as the bedrock foundation of civilization as we know it. A contribution to the association is a contribution to democracy and to the principle of prevention in philanthropic work."

CHILD STUDY GROUP ASKS \$200,000 FUND

**Money Needed for 3 Years—
Foundation That Helped in
Past No Longer Able To**

VALUE OF WORK STRESSED

**It Preserves Family, the Basic
Unit of Society, Speakers at
50th Anniversary Fete Say**

The story of the Child Study Association of America in preserving the family as the basic unit of society, in binding together Catholics, Jews and Protestants and thus strengthening democracy against "new isms from abroad" was broadcast last night from the association's fiftieth anniversary dinner, at which a drive was started for \$200,000 to operate the organization for three years.

Speaking over WJZ from the dinner at the Hotel Roosevelt, James G. Blaine, president of the Greater New York Fund and treasurer of the Child Study Association, said the association faced an emergency since its major outside support had ended.

This support, Mr. Blaine explained, had come for thirteen years, prior to 1937, from "one of the great foundations whose grants ran far beyond their planned course," and had to come to an end. It was understood that the foundation to which he referred was the Laura Spelman Memorial Fund.

"A contribution to the Child Study Association is a contribution to the preservation of the family as the basic unit of society," Mr. Blaine said. "Here we have a social idea which, perhaps more than any other, binds together Protestant, Catholic and Jew. Many phases of our social structure may change—but whatever comes, the family must be held intact as the bedrock foundation of civilization as we know it."

Frank E. Karelson Jr., chairman of the board of the association, said not only members but parents who never had heard of the association were indebted to its pioneers, observing also that "only through education can the world be fit to live in; education must start with the education of the parent; only adjusted people will be receptive of education which can make our country safe against bigotry, hate and anti-democratic philosophies."

SEX ATTITUDES IN CHILDREN

(Continued from page 87)

babies are born. They operate on the mother and get the baby out." She would like to know: "How does the baby get in the mother?" and spontaneously replies: "By eating and then the baby gets made. The mother eats her food and then she gets operated on." This is her conception of what a grown-up knows about babies since her recent discussion of this topic with her 13-year-old sister.

The fourth factor which begins to determine children's sex attitudes and awareness can be designated by the term sensuous. The child becomes aware of the presence of certain genital sensations which are sufficiently gratifying so that his attention is repeatedly directed to these anatomical structures. In our material, parental admonitions, threats of punishment, warnings of illness or death, and the actual burning of the penis in one case, have been found to have little effect in deterring children from such practices.

What general conclusions can be drawn from such variegated data? Progress in any field depends upon the discovery of principles derived from the collection and grouping of objective facts. If physicians and parents are to collaborate in planning a program of sex education, they must permit children to speak of their experiences. When such material is collected from average children, there is much ground for reassurance.

It is important for parents to know that children are not stimulated to sexually explore their environment when such topics are discussed in a matter-of-fact manner. Healthy children are not as easily upset as some theorists would lead us to believe. The viewing of the genitals of the opposite sex, the manipulation of the genitals by another child or a glimpse of the parent undressed does not disturb the average child.

Our material does not bear out the statement that the child loses confidence in the parent who fails to disclose a complete account of the sex facts or that the child who is rebuffed when he asks sex questions is led to the conclusion that "all knowledge is wicked." The child is a realist. At an early age he learns and accepts the fact that all grown-ups have their peculiar rules, and one of these rules in some homes is that all sex talk is forbidden. Sex instruction is only one step in the direction of creating healthy sex attitudes. There is a tendency in our culture to confuse a collection of terms with knowledge and knowledge with the capacity for efficient living.

Contacts with other children help to direct the sexual imaginations of the child toward heterosexualit. Overprotection and oversolicitude on the part of the parent tends to deprive the child of the opportunity of exchanging sex information with his fellows. Such deprivations may help to retard the child's sexual orientation during this phase of active social and sexual growth.

The parent must accept the conclusion that some degree of sex curiosity and some form of sex experimentation is normal for the average child. The parent can learn that what is required of him is not one talk about the "facts of life," but a graded program of sex education, beginning with an effective sex vocabulary in the preschool years and continuing in close contact with the sex events of everyday life.

SCHOOLS AND SEX EDUCATION

(Continued from page 91)

suitable and desirable, without being aware that he is "learning" something out of the ordinary. One teacher writes:

For years we have talked loud and long about educating the "whole child," and yet on the most important thing (the child himself) we have been definitely floundering.

In efforts to fit sex education into the normal program, various plans have been followed. The most common one is to introduce suitable material in one of the existing courses—biology, physiology, home economics, and physical training. This has the advantage of furnishing a broader basis for guidance and instruction, so that "sex" is not taught as a subject by itself. In many schools, however, this comfortable tucking away of the "problem" in some special department has had the effect of relieving the administrators of further concern. They take the attitude that since "sex is nothing but" a phase of biology, or of health education, there is nothing more that need be done.

A further step is seen in those schools that have succeeded, through the selection and training of their teachers, in having all the pupils and all the teachers deal frankly and continuously with all the problems and curiosities that arise, including sex, as the natural and sensible way in an age of science. This means a genuine integration, for it involves guidance and orientation, as well as information, in many directions.

The greatest obstacle at present to the satisfactory integration of sex in the education of the young is probably the prevailing—but changing—attitude

among teachers. They commonly find in the supposed attitudes of parents the best excuse for doing nothing. The indications are, however, that the parents are preparing themselves more rapidly than the teachers. Numerous inquiries have been addressed to groups of parents; almost invariably they are ready to have the school take part in sex education. On the other hand, the parents often recognize the inadequacy of a teacher—however willing—for this task. This situation, however, is being gradually overcome by the improvements in training, by training of teachers in service, and by the increasing proportion of married men and women teachers.

An illustration of the great advances that have been made in the past ten or fifteen years is seen in some home economics courses which are now being given for boys as well as girls. Whereas home-making courses formerly confined themselves to the arts of household management, students are increasingly discovering that "home" means a dynamic system of human relationships as well as an establishment; that home-making involves affections and personalities as well budgeting, table manners and interior decoration. Educators are discovering that young people need guidance for courtship and marriage; and, to the extent that qualified teachers are given the opportunity, we see more and more consideration given to "the family," tied up in one way or another with the course of study. And as our secondary schools are likely before long to take in nearly all the boys and girls of the adolescent period, most of whom will care very little about academic credits and very much about love and marriage, we may expect the schools to adapt themselves accordingly.

SEX EDUCATION: Facts and Attitudes

Edited by the Child Study Association of America. Reprinted 1937

Problems and practices in sex education discussed by nine authorities from the fields of medicine, psychiatry, social science and parent education: Marion E. Kenworthy, M.D., Cécile Pilpel, Anna W. M. Wolf, Benjamin C. Gruenberg, Leonard Blumgart, M.D., George K. Pratt, M.D., Floyd Dell, and Edward L. Sapir. Covers parental attitudes, the guidance of children and the problems of young people.

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WHAT YOUNG PEOPLE WANT TO KNOW ABOUT SEX

(Continued from page 89)

How can I be as free with my mother as I am with my girl friend? She gives me no better reason for not doing things than "Mother tells you not to."

From Texas (City) Senior High School Girls.

What is the cause of "female trouble." Can it be hereditary?

How can an older girl be sure that the boy is the right one? Do you think that "love" can come during the high school days?

If you love a boy and have gone too far, how can you quit without breaking up with the boy?

Does a man ever become steril?

Should a girl allow the boy to kiss her goodnight?

About what age do you consider being the right age to fall in love. Don't you believe it is possible (according to individuality) for a girl to love a boy when young?

Should a boy and a girl talk about marriage before he has proposed to her?

Should a girl go with a boy quite a few years older than she?

What kinds of girls do boys prefer?

Why is it that some women can't have babies?

Is a physical examination for both before marriage advisable?

Is there as much possibility for a woman to have a child if one of her ovaries has been removed?

Do you think a one-sided home better than a broken home, for the child?

Can you get syphilis thru kissing anyone who has the disease?

What is the chief cause of gonorrhea?

Can you contract a disease by sitting on seats after persons, such as street cars?

How can you tell when anyone has the disease?

These questions reveal that whether the young people come from privileged groups or from groups of low economic status, there is a marked similarity in their confusion and the type of information desired. The field is a challenging one. The need is not for further survey; the past quarter of a century has given sufficient data and experience upon which to base a program of action. The knowledge already possessed by physicians and nurses, some teachers and social workers, should render them of value in this field of education, provided there is added to knowledge suitable vocabulary, understanding of young people, and above all, practical idealism concerning possibilities for the enrichment of life relationships which are inherent in the understanding and control of the mating instinct.

PARENTS' QUESTIONS

(Continued from page 94)

It diminishes slowly but persists, as we know, throughout life, the mouth continuing to play a part in normal adult sexuality. Later on, when the child is two or thereabouts, parents will observe that his excretory function and everything associated with it become the subject of intense interest: jokes, sly remarks, secrets and the rest. Normal children of both sexes are likely to discover the possibility of pleasure connected with their genital organs long before puberty and to experiment with them. Naturally, too, they realize the differences between the sexes and between child and adult, and they speculate on the meaning of those differences. Often their conclusions or fantasies are absurd to a degree and they need help from their parents in getting straight about it. Especially, perhaps, they need their parents' reassurance that they are not bad or abnormal because they are curious or have made experiments.

In general, it may be said that all these phases are part and parcel of growing up. Parents should see to it that the child is not either overstimulated at these various stages of his growth or severely repressed or shamed. Tolerance and understanding should be the watchword, and the child should be helped to glimpse, too, what the goal of it all is in mature love and family building. If the relation between child and parent is one of genuine affection and trust, the child gradually comes to accept his parents' standards and to put away childish things. But parents should remember that in sex, as in other matters, this process will be gradual.

Perhaps it cannot be said too often that masturbation, which at some stage of growth is likely to enter the experience of everyone, is not a dangerous practice in itself. If extreme, it may be a symptom of general maladjustment, or if a passing phase, simply a part of normal growth. It should be understood by parents in this light.

Sex interest, sex feelings, sex experimentation, then, are part of normal childhood and are none the less real because they do not at first take adult form. Our cue is not to repress them nor even to hope through "sex education" and enlightenment automatically to eliminate them. We do not want sexless children any more than we want sexless adults. We want children whose sexual development is proceeding soundly and vigorously at the same time that their whole character development tends toward the capacity for self-control and responsible living.